

Byrd Elementary

1 Willis Circle
Graniteville, South Carolina 29829

Grades	PK-5 Elementary School	
Enrollment	570 Students	
Principal	Mrs. Rosie Berry	803-663-4320
Superintendent	Dr. Linda B. Eldridge	803-641-2428
Board Chair	Dr. John B. Bradley	803-648-0901

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	15	72	14	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Good	Below Average	Yes
2006	Average	Unsatisfactory	Yes

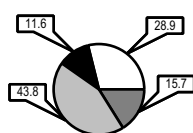
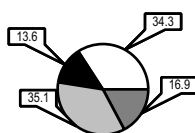
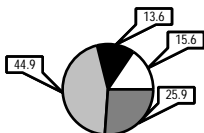
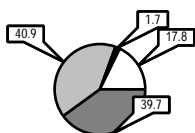
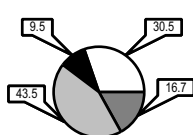
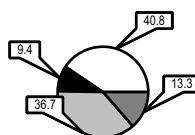
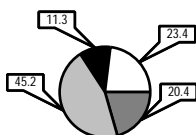
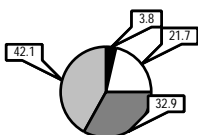
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	263	98.9	17.1	41.3	40.0	1.7	55.8	Yes	Yes
Gender									
Male	137	99.3	17.9	43.1	38.2	0.8	54.5	N/A	N/A
Female	126	98.4	16.2	39.3	41.9	2.6	57.3	N/A	N/A
Racial/Ethnic Group									
White	183	98.4	13.3	35.5	48.8	2.4	63.9	Yes	Yes
African American	61	100.0	20.0	58.3	21.7	0.0	38.3	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	53.8	38.5	7.7	0.0	30.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	234	99.1	11.7	44.1	42.3	1.9	59.2	N/A	N/A
Disabled	29	96.6	59.3	18.5	22.2	0.0	29.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	263	98.9	17.1	41.3	40.0	1.7	55.8	N/A	N/A
English Proficiency									
Limited English Proficient	15	100.0	54.5	36.4	9.1	0.0	27.3	I/S	I/S
Non-Limited English Proficient	248	98.8	15.3	41.5	41.5	1.7	57.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	170	98.8	22.5	48.3	29.1	0.0	47.0	Yes	Yes
Full-pay meals	93	98.9	7.9	29.2	58.4	4.5	70.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	263	99.6	14.9	45.2	26.1	13.7	57.3	Yes	Yes
Gender									
Male	137	99.3	15.4	44.7	26.0	13.8	58.5	N/A	N/A
Female	126	100.0	14.4	45.8	26.3	13.6	55.9	N/A	N/A
Racial/Ethnic Group									
White	183	99.5	12.6	37.7	30.5	19.2	64.1	Yes	Yes
African American	61	100.0	18.3	63.3	16.7	1.7	45.0	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	30.8	61.5	7.7	0.0	23.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	234	100.0	9.3	48.1	28.0	14.5	61.2	N/A	N/A
Disabled	29	96.6	59.3	22.2	11.1	7.4	25.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	263	99.6	14.9	45.2	26.1	13.7	57.3	N/A	N/A
English Proficiency									
Limited English Proficient	15	100.0	36.4	54.5	9.1	0.0	27.3	I/S	I/S
Non-Limited English Proficient	248	99.6	13.9	44.8	27.0	14.3	58.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	170	99.4	19.9	53.0	22.5	4.6	49.0	Yes	Yes
Full-pay meals	93	100.0	6.7	32.2	32.2	28.9	71.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	263	99.6	34.0	35.3	17.0	13.7	30.7
Gender							
Male	137	99.3	32.5	31.7	19.5	16.3	35.8
Female	126	100.0	35.6	39.0	14.4	11.0	25.4
Racial/Ethnic Group							
White	183	99.5	28.1	35.3	17.4	19.2	36.5
African American	61	100.0	48.3	31.7	18.3	1.7	20.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	46.2	46.2	7.7	0.0	7.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	234	100.0	29.0	38.3	18.2	14.5	32.7
Disabled	29	96.6	74.1	11.1	7.4	7.4	14.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	263	99.6	34.0	35.3	17.0	13.7	30.7
English Proficiency							
Limited English Proficient	15	100.0	45.5	45.5	9.1	0.0	9.1
Non-Limited English Proficient	248	99.6	33.5	34.8	17.4	14.3	31.7
Socio-Economic Status							
Subsidized meals	170	99.4	43.0	37.1	12.6	7.3	19.9
Full-pay meals	93	100.0	18.9	32.2	24.4	24.4	48.9

Social Studies							
All Students	263	99.6	28.6	44.0	15.8	11.6	27.4
Gender							
Male	137	99.3	26.8	42.3	16.3	14.6	30.9
Female	126	100.0	30.5	45.8	15.3	8.5	23.7
Racial/Ethnic Group							
White	183	99.5	24.0	41.9	17.4	16.8	34.1
African American	61	100.0	36.7	51.7	11.7	0.0	11.7
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	53.8	30.8	15.4	0.0	15.4
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	234	100.0	24.8	45.8	17.3	12.1	29.4
Disabled	29	96.6	59.3	29.6	3.7	7.4	11.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	263	99.6	28.6	44.0	15.8	11.6	27.4
English Proficiency							
Limited English Proficient	15	100.0	54.5	27.3	18.2	0.0	18.2
Non-Limited English Proficient	248	99.6	27.4	44.8	15.7	12.2	27.8
Socio-Economic Status							
Subsidized meals	170	99.4	37.7	44.4	13.9	4.0	17.9
Full-pay meals	93	100.0	13.3	43.3	18.9	24.4	43.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	93	97.9	12.2	28.0	54.9	4.9	59.8
	4	91	100.0	24.1	47.0	24.1	4.8	28.9
	5	80	100.0	18.1	59.7	20.8	1.4	22.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	91	98.9	12.2	34.1	50.0	3.7	53.7
	4	87	98.9	19.5	47.6	32.9	0.0	32.9
	5	85	98.8	19.7	42.1	36.8	1.3	38.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	92	100.0	10.8	53.0	25.3	10.8	36.1
	4	91	100.0	8.4	45.8	24.1	21.7	45.8
	5	80	100.0	18.1	50.0	22.2	9.7	31.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	91	100.0	10.8	49.4	27.7	12.0	39.8
	4	87	98.9	15.9	40.2	31.7	12.2	43.9
	5	85	100.0	18.4	46.1	18.4	17.1	35.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	92	100.0	28.9	44.6	22.9	3.6	26.5
	4	91	100.0	25.3	31.3	18.1	25.3	43.4
	5	80	100.0	43.1	29.2	15.3	12.5	27.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	91	100.0	38.6	43.4	12.0	6.0	18.1
	4	87	98.9	32.9	28.0	24.4	14.6	39.0
	5	85	100.0	30.3	34.2	14.5	21.1	35.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	92	100.0	22.9	45.8	18.1	13.3	31.3
	4	91	100.0	24.1	44.6	19.3	12.0	31.3
	5	80	100.0	33.3	41.7	15.3	9.7	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	91	100.0	14.5	53.0	24.1	8.4	32.5
	4	87	98.9	36.6	45.1	11.0	7.3	18.3
	5	85	100.0	35.5	32.9	11.8	19.7	31.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 570)				
First graders who attended full-day kindergarten	89.8%	Down from 90.9%	100.0%	100.0%
Retention rate	4.3%	Down from 5.9%	3.3%	2.8%
Attendance rate	96.6%	Up from 96.3%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 2.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.9%	0.0%	0.0%
Eligible for gifted and talented	16.5%	Down from 23.2%	9.4%	10.4%
On academic plans	24.0%	N/AV	39.4%	33.6%
On academic probation	0.0%	N/AV	1.8%	1.0%
With disabilities other than speech	3.6%	Down from 4.6%	8.5%	7.5%
Older than usual for grade	1.4%	Down from 2.0%	1.1%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	44.4%	Down from 47.1%	53.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	93.9%	Up from 91.1%	87.6%	87.3%
Teacher attendance rate	94.4%	Up from 94.0%	95.1%	94.9%
Average teacher salary	\$44,589	Up 2.1%	\$42,361	\$42,485
Prof. development days/teacher	9.6 days	Down from 10.6 days	14.1 days	13.3 days
School				
Principal's years at school	5.0	Up from 0.4	3.5	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.9 to 1	18.2 to 1	18.6 to 1
Prime instructional time	90.1%	Up from 88.0%	89.6%	89.7%
Dollars spent per pupil*	\$5,850	Down 7.9%	\$6,332	\$6,557
Percent of expenditures for teacher salaries*	68.8%	Up from 68.7%	64.6%	64.0%
Percent of expenditures for instruction*	72.6%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	9.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Byrd Elementary is a Title I school that garnishes additional support from the PTO, School Improvement Council, Title I and Act 135 committees as well as community partners. The school's focus is on academic excellence and accountability. The "Great Leaps" reading program continues to be supported by the Aiken Partners for Public Education Foundation. The Character Education program/partnership provides rewards and recognition for students exhibiting good character traits throughout the year. The school received the Best Buy te@ch grant award of fifteen thousand dollars This grant purchased technical equipment which integrated interactive technology into all third grade classrooms. The school received the HP Technology for Teaching Grant award of thirty-five thousand dollars at the end of the year to be used in the first and fourth grades as well as the resource classrooms. The grant awarded equipment, cash, and professional development to be used by the designated teachers to develop and implement an interdisciplinary instruction project with emphasizes on science and math. The Reading 2gether program, which trains 5th grade students to learn reading instructional strategies that enable them to teach and read to first graders, continued this year.

The PTO conducted several successful fundraisers that enabled sound field systems to be installed in all of the classrooms for teacher and student use. The parents, students, and community came out in full support by participating in the Doughnuts for Dads, Muffin for Moms, school carnival, and book fairs. The visiting author, Monica Simmons, delighted the students and graciously donated to the school more than two thousand dollars worth of her books to be used in conjunction with the teaching of South Carolina history within the third grade curriculum. The Augusta Guild Symphony strings performed for our students, and our chorus sang throughout the community and during special events at the school. The visiting Artist in Residence for this year was Ms. Mary Graham-Grant. She taught basket making with the use of sweet grass and palmetto palm tree branches. This artist's talents made the low country art of South Carolina basket making come alive with the roots of African heritage of black Americans and southern history.

Ms. Catherine Hollis Adair is our Teacher of the Year. She is an outstanding professional educator with a degree in special education. She has made the inclusion model a true working relationship with her students, parents and cohorts. A strong volunteer training program is a result of our guidance counselor and the offering of a technology course, which was well attended by our community members. We will continue to seek means to increase the use of technology for our students and teachers and address the needs of our diverse student population.

Rosie M. Berry, Principal
Dr. Gerald Oliver, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	79	56
Percent satisfied with learning environment	93.3%	93.7%	85.2%
Percent satisfied with social and physical environment	76.7%	88.6%	81.5%
Percent satisfied with school-home relations	86.2%	93.6%	90.2%

*Only students at the highest elementary school grade level at this school and their parents were included.